

INTISARI

Latar Belakang: Perkembangan sosial emosional adalah kemampuan anak membangun hubungan serta mengenali dan mengelola emosi. Masa prasekolah merupakan periode penting pembentukan kemampuan tersebut, namun masih banyak anak mengalami kesulitan beradaptasi, berinteraksi, dan mengendalikan emosi. Pengasuhan menjadi faktor utama yang memengaruhi perkembangan sosial emosional anak, tetapi praktik pengasuhan di Indonesia masih didominasi ibu sehingga keterlibatan ayah relatif rendah. Padahal, keterlibatan ayah melalui interaksi, kehangatan, dan pendampingan aktivitas bermanfaat meningkatkan rasa aman, kepercayaan diri, dan kemampuan sosial emosional. Kurangnya keterlibatan ayah berisiko menimbulkan masalah perkembangan sosial emosional pada anak usia prasekolah.

Tujuan: Mengetahui hubungan antara keterlibatan ayah dalam pengasuhan dengan perkembangan sosial emosional anak usia prasekolah di PG dan TKIT Alhamdulillah.

Metode: Penelitian ini merupakan penelitian kuantitatif analitik korelasional dengan desain *cross-sectional* yang dilakukan Januari–Februari 2026 setelah memperoleh persetujuan etik. Sampel berjumlah 89 ayah yang memiliki anak usia 3–6 tahun dengan teknik *consecutive sampling*. Data keterlibatan ayah dan perkembangan sosial emosional diukur menggunakan kuesioner dan dianalisis dengan uji *Chi-Square*.

Hasil: Penelitian menunjukkan bahwa keterlibatan ayah sebagian besar kategori baik (51,7%) dan kurang (48,3%). Perkembangan sosial emosional anak mayoritas sesuai (77,5%) dan perlu pemantauan (22,5%). Uji bivariat menunjukkan hubungan signifikan antara keterlibatan ayah dan perkembangan sosial emosional anak ($p=0,028$).

Kesimpulan: Keterlibatan ayah berhubungan signifikan dengan perkembangan sosial emosional anak prasekolah; semakin baik keterlibatan ayah, semakin rendah kemungkinan masalah perkembangan sosial emosional anak.

Kata Kunci: keterlibatan ayah, pengasuhan, perkembangan sosial emosional, anak usia prasekolah

ABSTRACT

Background: Social-emotional development is the child's ability to build relationships and to recognize and regulate emotions appropriately. The preschool period is an important stage for developing these abilities; however, many children still experience difficulties in adapting, interacting, and controlling emotions. Parenting is a major factor influencing children's social-emotional development, yet parenting practices in Indonesia are still predominantly mother-centered, resulting in relatively low father involvement. In fact, father involvement through interaction, warmth, and assistance in daily activities contributes to a sense of security, self-confidence, and social-emotional competence. Lack of father involvement increases the risk of social emotional development problems.

Objective: To determine the relationship between father involvement in parenting and social-emotional development of preschool children at PG and TKIT Alhamdulillah.

Methods: This was a quantitative analytic correlational study with a cross-sectional design conducted from January to February 2026 after ethical approval was obtained. The sample consisted of 89 fathers with children aged 3–6 years selected using consecutive sampling. Father involvement and children's social-emotional development were measured using questionnaires and analyzed using the Chi-Square test.

Results: Most fathers showed good involvement (51.7%) while 48.3% showed low involvement. The majority of children had appropriate social-emotional development (77.5%), while 22.5% required monitoring. Bivariate analysis showed a significant relationship between father involvement and children's social-emotional development ($p=0.028$).

Conclusion: Father involvement is significantly associated with preschool children's social-emotional development; higher father involvement corresponds to a lower risk of social-emotional development problems.

Keywords: father involvement, parenting, social emotional development, preschool children.